

# The thursday report

Concordia University - Montreal, Quebec

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## King's Colours

### missing

The King's Colours, one of the two regimental flags commemorating the Irish Canadian Rangers, is missing from the Loyola Chapel.

The two flags had been in the chapel since November 1976 when, in a colourful and rarely held military pageant, they were consecrated and formally "laid up."

The flags of the Irish Canadian Rangers have special meaning for Loyola, as many veterans of the World War I regiment were associated with Loyola College and came from Montreal's Irish community.

The Duchess of Connaught's Own Irish Canadian Rangers, as the unit was officially known, was formed in 1914, and was broken up into units to reinforce other Montreal regiments a few years later. But not before more than 300 of its soldiers had died in active combat.

Anyone having knowledge of the



missing flag's whereabouts is asked to contact Father Bob Gaudet at the Loyola Campus Ministry, 484-4095.MG

## Angers Commission report on university organization

In July, 1977, Education Minister Jacques-Yvan Morin and Cultural Development Minister Camille Laurin announced the creation of the Angers Commission d'étude sur les universités.

The commission released the bulk of its findings last May and in so doing probably raised more questions than it answered. In fact, the commission members stated at the outset that their studies were more exploratory than anything else.

The commission set itself up into four committees, each producing a report. They were the coordinating committee, the committee on the university and Quebec society, the committee on the training and professional development of teachers and the committee on the organization of the university system.

This last committee published last week the final two volumes of its three-part study. With that event the Angers Commission wraps up its two-year study.

In *The Thursday Report* this week and next we take a look at the comments and recommendations contained in these last two volumes. Today's report deals with the structure of

university government. Next week's article talks about the important report on student life in Quebec's universities.

The recommendations and "guides for action", if implemented, would dramatically reflect public ownership of universities in radically new arrangements. One suggestion calls for universities to install parliamentary-style university governance with senior officers acting as cabinet ministers defending their actions before opposition groups. These 'parliaments' would be drawn from administrative, faculty, staff and student groups.

Citing the notion that information is power and that lack of information leads to alienation, the committee recommends the establishment of a free press, staffed by journalists, rather than publicists, who are free from administration or other interest group influence.

The nub of the committee's concern seems to be that universities and their functions and power structures must be completely open to the society that in fact owns them.

The group was chaired by Université de Montréal emeritus professor Edouard Pagé and included members  
See Angers page 5.

## Support staff debating association or union

While support staff union organizers prepare for Monday night's union meeting and vote, another group of employees, anxious to avoid unionization, is trying to gather support for the idea of a non-certified association.

Union and association supporters present their cases in the following two reports by *Thursday Report's* Mark Gerson.

### An association

Convinced that unionization of support staff will bring workers no new benefits, a group of employees is pushing instead for an association of non-academic staff modelled on McGill's.

According to Linda Orrell, Thérèse Fortin and Maureen Doheny of the Arts and Science Faculty and Freda Kronenberg of the Mathematics Department, a union should only be considered if an association is found to be unworkable.

They base their argument on research done by Orrell, who compared the salaries and benefits of Concordia support staff with those received by unionized support staff at other Quebec universities as well as by unionized staff at Concordia.

Concordia salaries and classifications are fairer than those at the Université de Montréal, where staff is unionized, claims Orrell.

"I also compared benefits in the (expired) library workers' contract to see how much better off they were," she says. "I saw nothing that convinced me. We have the same benefit program they do, and we don't have to go on strike to get it."

"In general, we've been pretty well taken care of."

Employees still have some grievances, however, and the women believe that an association could represent them as well as a union.

"While we got a better deal than other universities did, in terms of classification, no one explained that to us," says Orrell, "and no one consulted us when the system was being drawn up."

Communication within the university is a problem, and the women believe that an association representing the interests of staff could help overcome that problem.

This is only one example of poor communications between administration and staff, say the women.

"The people up high don't know how the people below feel, and the people below don't know where to turn when they have a problem," says Orrell.

They all agree that few people are  
See Association page 2.

### A union

Dissatisfaction with last spring's "poor" salary increases and with the recent reclassification of office and secretarial staff prompted some Concordia employees to stop talking about unions and to start doing something, says Marie-Andrée Cuccioletta, spokesperson for the organizers of the proposed support staff union.

According to the Fine Arts secretary, support staff have been talking about forming a union for a number of years (some attempts predate the merger), but the events of this past spring brought matters to a head.

There is also concern over such issues as job security and fair representation, says Cuccioletta.

"We have virtually no representation on university bodies. There is no one to represent our concerns and speak to  
See Union page 2.

## IN THIS ISSUE



A page from the book of hours. See story on page 4.

● Iro Tembeck: A dancer extraordinaire. Page 6.

Ian Westbury



## Lagacé to perform recital

The works of Elizabethan composers W. Byrd, J. Bull and O. Gibbons, and of J.S. Bach will be featured in this year's only organ and harpsichord recital by organist Bernard Lagacé at 8:30 p.m. on February 27 in the Chapel, 7141 Sherbrooke St. West.

Lagacé, currently serving as professor in Concordia University's Faculty of Fine Arts (Music section), is

considered one of today's foremost interpreters of Bach and Baroque music. For this recital, he will use a Casavant tracker organ, recently installed in the Loyola Chapel, as well as his own Keith Hill harpsichord.

The public is cordially invited. There is no admission charge.

For more information, please call the Music section office at 482-0320, ext 614.LR

## Advisory Search Committee for the Provost, Division IV

The Committee has extended the deadline for nominations and applications to Friday 22 February 1980.

Submissions should be sent to the Chairman of the Committee, Dr. Russell Breen, Vice-Rector, Academic, Faculty of Arts and Science, BC 324-A.

## Association *continued from page 1*

familiar with university grievance procedures, or with any of the other policies contained in the official "Policies and Procedures" binder. Most people have never even seen the policy book, they claim.

There is also a feeling that support staff should be represented on the university bodies. Students and faculty are, so why not staff, they ask.

Concerned that when people go and vote at the February 25 "union meeting," they know what they're voting for or against, the four women

have organized two general information meetings this week. The first was held yesterday at Loyola, and another is scheduled for tomorrow, February 22, at Sir George. (The noon-to-2 p.m. meeting will take place in H-435.)

"This will be a general information meeting for non-academic staff," stresses Orrell. "It's neither a union meeting nor an anti-union meeting, and no vote will be taken. It's simply to pass on information and to discuss both sides of the question."

## Union

*continued from page 1*  
them," she says, adding that employees have little confidence in university grievance procedures and in the ombuds office.

"We felt we should organize, but we didn't know how to go about it," Cuccioletta explains. "I felt that if we called a union, we would get better information on what to do."

The Confédération des syndicats nationaux (CSN) was chosen because of its high profile in the university (both the Sir George library workers and part-time faculty have chosen CSN affiliation) and because "it's pretty democratic," says Cuccioletta.

"We'd be an *autonomous local*, and that's really important."

But she stresses that no firm decision will be taken on the questions of unionization and CSN affiliation until the February 25 meeting.

(A meeting has been called for all support staff for 6 p.m., February 25. The meeting, to take place at St. James the Apostle Church, Ste. Catherine and Bishop, will followed at 7:30 p.m. by a vote on whether to go ahead with plans for a union.)

"There could be a vote for a union but against CSN affiliation," says Cuccioletta. "We would then have to

look into other possibilities."

Should the idea of a union be voted down, other alternatives, including an association, might be looked into.

"It depends on what people raise at the meeting," she says.

According to Cuccioletta, a "yes" vote on the unionization question would mark the beginning of a membership campaign during which the union would attempt to sign up 50 per cent plus one of all support staff.

Just who would form the bargaining unit in this proposed union is still unclear. "Support staff" has been taken to include all full- and part-time "non-teaching, non-professional staff," but no one has been able to specify who comprises "non-professional" staff.

Many things remain to be clarified, admits Cuccioletta.

"We're simply an informal group of people who are concerned about working conditions in the university," she says of the union organizing group. "We want to meet with other people who share these concerns. We can settle details later."

"The important thing is for people to come to the meeting on the twenty-fifth. I think it's important that people come forward with their fears and questions, and discuss both sides."

# Library & workers in conciliation

Last week, two columns of the story of the library negotiations headlined "The Library" were reversed. Therefore, we are reprinting it.

By Mark Gerson

As far as the library's staff relations officer, Susan O'Reilly, is concerned, the outstanding contract issues can be settled with only one more day of negotiations.

Only five per cent of the contract remains to be settled, she told *The Thursday Report* in an interview Tuesday.

"We committed ourselves to only a single session with the conciliator (February 18) because we're convinced it can be settled in one day," she said.

"If you set three days aside (February 19 and 20 were also offered by the conciliator and were accepted by union negotiators), it will take three days," she added.

"I've been wrong before," she admitted, and stressed that the library administration was as anxious as the union to settle the dispute and would meet as often as becomes necessary should no settlement be reached on Monday.

O'Reilly lamented the "us against them" attitude displayed by the union and expressed concern over the "bitterness" and "lack of trust" the union seems to feel for the administration.

"I would have thought we would have been past the stage of confrontation and into a stage of cooperation," she said, referring obliquely to the union's early "growing pains".

It's counterproductive for us to take an arrogant attitude," she said. "You can't run a library without employee cooperation."

But, she added, "the library administration has to retain the right to manage."

Some of the union demands which would complicate that "right to manage" concern job descriptions and work scheduling.

According to O'Reilly, the union is asking for what amounts to a veto over changes to job descriptions and over alterations to a proposed new work schedule. (The workers want no modifications without union accord.)

"People stay here for a long time, and their job descriptions may have to be altered to take technological change into account," said O'Reilly. But she stressed that "there is a consultation (with the union) that goes on. If there has been no consultation in some cases, that has been the exception."

On the subject of the proposed new work schedule, the library "wants to reserve the right to modify or cancel

the schedule, should it prove unworkable, but only after discussion with the labour relations committee."

The labour relations committee itself has come under fire from the union, which wants the right to undertake investigations independently of the parity committee.

"We say to bring it to the committee first," said O'Reilly. "Give the committee control of the situation and the power to act."

"We've given a lot of credence to this committee in the current agreement. We're trying to strengthen it."

The labour relations committee has worked well in the past and will work even better in the future with the current strengthening, she maintained.

O'Reilly is convinced that the "health and security" issue of temperatures in the Shuchat Building at Mountain and de Maisonneuve (used for book storage) is near resolution.

"They presented us with a two-page clause based on the Vanier experience (severe temperature fluctuations at the Loyola library during the summer), which would have required us to take the temperature in all Sir George library locals five times a day, and would have written into the contract ranges for effective temperatures and procedures for reduced service during periods of extreme temperature."

The Loyola contract (Sir George and Loyola non-professional library workers do not belong to the same union) and an accompanying binding "letter of understanding" took the Vanier situation into account, said O'Reilly, adding that a similar offer has been made to the Sir George staffers.

O'Reilly explained the library's reasons for denying the requested four hours per month of unpaid time in which to conduct union business, by saying that time off is already granted for grievance committee meetings, for union meetings (one and one-quarter hours ten times per year) and for preparation for labour relations committee meetings.

"This time off is necessary because it contributes to the better functioning of the library. The four hour request hasn't that kind of justification."

The denial of union office space is related to the over-all space shortage in the university, she said, adding that the request would more likely be granted should the library get a new building.

See Library page 7.





Ian Westbury

Howard Gluss as Bottom in the Performing Arts Division's production of *A Midsummer Night's Dream*, playing nightly through February 24 in the D.B. Clarke Theatre at Sir George. Tickets, at \$3 (\$2 for students and senior citizens), are on sale at the Information Desk and at the theatre box office.

## Sci-fi writer Disch to read

"Perhaps the most respected, least trusted, most envied and least read" science-fiction writer of the first rank, Thomas Disch, will offer readings from his work at 8:30 p.m. on Friday, Feb. 29 in room 620 of the Hall Bldg.

Raised in Minnesota and intermittently a resident of New York City prior to his subsequent sojourns in England, Turkey, Italy and Mexico, Disch worked in a New York ad agency and bank before becoming a full-time writer in the mid-60s.

The author of a number of science fiction stories appearing in *One Hundred and Two H Bombs* (1966), Disch produced his most formidable

fiction in 1965 with the novel *Genocides*. The theme of this novel, which also pervades Disch's other work and distinguishes him from the more optimistic American science fiction writers, involves alien manipulation of Earth from a perspective totally indifferent to human values.

Following this work, *Camp Concentration* (1968) is Disch's most sustained invention to date and marks his involvement with the English New Wave, rather than American science fiction. This work recounts, in journal form, the narrator's experiences as an "inmate" in a "near-future" American concentration camp, where he is treated with a wonder drug which heightens human intelligence but causes death in a few months, rendering him a "self-destructive think tank."

Much of Disch's best work in the years following 1968 is in shorter forms, the stories being assembled in *Under Compulsion* (1968) and *Getting into Death* (1973).

Disch has also written the libretto for an opera based on Poe's *The Fall of the House of Usher* (premiered in March 1979) and has published poetry and essays on fiction in a number of U.S. literary revues. BS

## Calender now available

1980-81

### Undergraduate Calendar

Sir George Williams Campus  
Registrar's Services  
Norris Building - Room 107

Loyola Campus  
Registrar's Services  
Central Building - Room 214

## Jewish movements expert to speak

The Hasidic and Musar movements will be the subject of a public lecture by Professor Chimen Abramsky on February 25.

The noon lecture, entitled "Religious Movements among East European Jews in the Nineteenth Century," will take place in room H-769 of the Sir George Williams campus Hall Building.

The Hasidic and Musar movements emerged during a religious upheaval experienced by East European Jewry in the early nineteenth century. This followed the disintegration of traditional communal and religious structures in the late eighteenth century, and traditional Judaism's confrontation with the Haskalah movement, which aimed at reshaping Jewish life in the spirit of modern enlightenment. Both movements exist today, particularly in Israel and the United States.

Abramsky is Goldsmid Professor of Hebrew and Jewish Studies at University College, London, and Senior Fellow at St. Antony's College, Oxford.

He is currently a visiting professor at Stanford University and has written extensively on Marxist thought and on medieval and modern Jewish history. He is also an expert on rare Hebrew books.

While in Montreal, Professor Abramsky will also be speaking at the Saidye Bronfman Centre and at the Interuniversity Centre for European Studies.

For further information, call the Institute for Academic and Communal Jewish Studies at 879-2827 or 879-4194.MG

## Historian Foner to lecture

A history professor from the City University of New York, Eric Foner, will be coming to Concordia February 27 to lecture on "Race and Class in Reconstruction America."

Educated at Oxford University and Columbia University, Foner has specialized in such areas of American history as American radicalism, black history and the reconstruction period. Among his publications are: *Nat Turner* (1971) and *Tom Paine and the American Revolution* (1976).

Foner's lecture, sponsored by Concordia History department, will begin at 7 p.m., Wednesday, February 27, in Room H-762-1 of the Hall Building, Sir George campus. BS

## An apology to the A. & S. Council



## ATA GLANCE

Not surprisingly, NDPer Grendon Haines and PCer Marcel Danis were both defeated by Liberals in their Quebec ridings of NDG and St. Hyacinthe. Haines managed to capture 4,511 votes, a far cry from Warren Allmand's 27,697, but fairly close to Conservative candidate Gordon Barker's 5,659. Danis came in second with 11,969, defeated by Marcel Ostiguy's 27,277. Haines, far from discouraged, says this is the best the NDP has ever done in NDG and is already planning to run in the next election!.....Classical guitarist Michael Laucke and soprano Pauline Vaillancourt are performing tomorrow night in the Loyola Chapel. Tickets will be on sale at the door.....Only four more nights to catch the Performing Arts Division's *A Midsummer Night's Dream* in the D.B. Clarke Theatre.....Rumour has it that alumnus Kathy Michael McGlynn may be brought to New York with her successful revue *Piaf*. Negotiations are apparently underway.....Elke Ketter, daughter of Modern Languages prof. Anna-Maria Ketter will play the flute in a concert at the Unitarian Church (corner of Simpson-Sherbrooke) at 4 p.m. Feb. 24.....The Conservatory of Cinematographic Art announced that in its regular exchange programs with foreign countries, the works of Quebec film maker Claude Jutra will be presented in Tokyo from April 14.....Religion prof. Sheila McDonough will present a paper on Fatima Jinnah: Muslim Woman Political Leader at the International Association for the History of Religion meeting in Winnipeg, August 17.....Cheques for \$250 will be presented to each of Montreal's two children's hospitals by the Loyola Alumni Association at a small reception on February 27. The \$500 represents the proceeds from the Maureen Forrester mini-concert on December 9. It was at that concert that Miss Forrester was presented with the 1979 Loyola Medal.....

The Thursday Report apologizes to all those who were inconvenienced by our failure to report the cancellation of the special Arts and Science council meeting on Friday, Feb. 15.



# Correspondence on proposed faculty union

## CUFA Newsletter publishes all letters

To the Editor:

In a letter to the TTR for 14 Feb. 80, Professor Michael Marsden writes "In the pages of the CUFA Newsletter, which does not have the freedom of access suggested by the pro-certification members..."

I am at a loss to interpret this remark, as I have had only one contact with Professor Marsden on the certification issue, and that was a lively exchange in the Saga coffee-line, some weeks ago. The CUFA Newsletter has in fact published ALL the letters to the Editor received to date; and it has informed its readers that this is the case.

If Professor Marsden has some other notion of "freedom of access," he should share it with us...

Dennis Dicks  
Editor  
The CUFA Newsletter

## Some questions

To the Editor:

In January 1980, FAPUQ forwarded to the Minister of Education a response to the reports published by the Angers Commission (CEU). On page 12, this document calls for government-imposed quota in the enrolment of foreign students in Quebec universities. On page 14, it calls for a complete withdrawal of Ottawa from the field of research.

The McGill representative on the FAPUQ executive wrote a minority report disassociating the McGill Faculty Association from the positions taken by FAPUQ on these two points. The Concordia representative apparently accepted the majority view.

Has CUFA Council endorsed these positions? Do they have the support of CUFA membership?

Michel Despland  
Associate Vice-Rector  
for University Research

## Bordan on professional administrators

To the Editor:

When I wrote my last letter to the Editor of the *Thursday report* I had no intention of participating in an on-going debate on certification. However, I have recently received from CUFA a copy of the various newsletters and reports setting out the CUFA point of view on the question.

In addition to the legal status argument, which was the subject of my

earlier letter, the issue of increased professionalization of the administration appears in those documents. I have not been able to resist commenting on this matter.

The notion of increasing professionalism in this university's administration is flattering, if what is meant is that those of us who have been administrators for some time have learned to do our jobs better over the years. I'm proud to be described as a professional in my job. Surely what this university can ill afford is that its administrators be a bunch of amateurs.

If, on the other hand, it is meant to suggest that the university has begun to hire outside professionals as administrators rather than train academics to take on the senior positions, then the case is, to put it mildly, completely unproven. That may well become necessary in a unionized institution, since the Union "side" in every case we are aware of, is guided, counseled, and sometimes directly represented by full-time professionals borrowed if need be from the Union "Centrale." FAPUQ and CAUT supply such assistance and this is proper and may well be essential.

Let's be perfectly clear and honest. If the faculty want a union, well and good. It has become an accepted structural arrangement for universities in Quebec and elsewhere, and it can be made to work. But let us not be swayed by the rhetoric of the union structure. It is, as I said in my other letter, inevitable, with the best will in the world on both sides.

CUFA documents suggest that our current negotiated agreements could serve, in a union context, and yes they could, but then it is added that more care will be taken in drafting them because they are legal documents. More care means more professional help, and on both sides. I understand that in fact CUFA had a professional labour-relations person on its payroll this past summer.

Furthermore, you can be sure that I, on the administration "side of the table," have always taken care in the drafting of documents, since whether legal under the labour code or not, sloppy drafting leads to sloppy interpretation and bad process. I have always assumed that when I sign a document I bear responsibility for it, whether covered by the labour code or not. My sense of professionalism precludes my behaving any other way.

Jack Bordan



Two pages from an 18th century Arabic book of essays. The border around the pages is in gold leaf.

## Lack of space hides rare books

By Mark Gerson

If we need any more reasons for wanting a new library building — and there are dozens of solid ones already — a couple are hidden in the university vaults in the Hall Building.

They are two rare illuminated manuscripts which, according to librarian Martin Cohen, must be stored in the vault for lack of suitable, safe display facilities in any of the Concordia libraries.



The binding of the book of hours dates from the 16th century

The older of the two is a book of hours dating from late fifteenth-century France. Containing psalms, gospel selections, a calendar of saints' days and other devotional works, the French and Latin book also has 15 full-page illustrations.

The second book is newer, 1767 or 1768, and comes from the mysterious Middle East. Hand-written in Arabic (with pages bordered in gold leaf) by a latter-day civil servant, the manuscript

is a collection of essays and poems by the author, Mehmed Ragib Pasa. Ragib Pasa was in the government service of the Ottoman Empire. He served as governor of Egypt and later became Grand Vizier.

The books were donated to the library two years ago by the widow of Charles Fox, a former Concordia professor, and have been sitting in the vault ever since.

A collection which, unfortunately, will probably not benefit from new library facilities, is an album of Notman photographs. The photos of Montreal in 1860 and of the building of the Victoria Bridge are on "quasi-permanent loan" to the National Gallery in Ottawa.

"One reason we haven't been able to get into the buying of manuscripts," says Cohen, "is we have nowhere to store them."

In spite of Concordia's obvious space limitations, the library owns an impressive set of special collections which will probably be displayed to better advantage once there is a new library building.

There are first and limited editions, some of which are rare, of works by Hilaire Belloc, D.H. Lawrence and Henry Miller, a seventeenth century log book from the Italian convent of San Dalmazio, the best collection of Layton material (Concordia has an agreement with Irving Layton whereby we get all of his "literary relics"), a collection of CBC radio dramas and a number of other interesting collections on both campuses.

If you want more information on Concordia's special collections, contact Martin Cohen at 879-4574 or the reference desk at any of the libraries.





**Angers** *continued from page 1.*  
drawn from Laval, UQAM and government.

As in the other reports, the committee's findings on university organization and management are drawn from briefs submitted to the group in the public hearings it held throughout Quebec and from interviews conducted with university personnel. The committee in addition called on the Ecole des Hautes Etudes Commerciales (HEC) to undertake a study of university organization.

The Pagé Committee looked at university organization from several angles. How it coped with the tremendous expansion and dissemination of knowledge was one question. How university management dealt with the problem of serving new clienteles in fields, for example, such as teacher training and adult education was another. What was the effect of rapid growth of the university in a relatively short time, from the post World War II period to the '70's?

The findings suggest that universities responded to new demands by adding new structures and installing management systems borrowed from the corporate world rather than developing an organizational system specifically suited to a university. The result was, Committee members say, bureaucratization, depersonalization and the development of professionalism in administrative ranks.

The report contends that during the '50s the administration was little more than an extension of the teaching function. Rare was the administrator who didn't teach or work in research in some capacity; today, with administrators a breed unto themselves, authority within universities is divided between teachers who historically had all of it, and a body of administrators "legitimized by the technocratic thrust of modern society."

In tandem with this development was the creation of "rational" superstructures for planning, coordination and control in the form of complex committee systems held together by formal relationships. The development had considerable impact on peoples' time, much of it chewed up in the administrative decision-making process instead of being devoted to actual work. A weighty administrative structure grew out of the need to simply cope with the process as a result.

Between internal university management and government relations, the Pagé Committee suggests, a hierarchy and a centralized management structure came about.

The HEC study incorporated into the committee's report pointed to a number of specific problems. Universities, it said, had basically four functions but didn't seem able to

decide on what weight to place on each of them: one, research, two community service, three, disseminating knowledge and four, serving the university community itself. HEC said too much time was spent on administrative questions at the expense of intellectual pursuits, partly, no doubt, because of the ponderous decision-making system. HEC contended that administrative structures, rather than serving as organizational tools for people, tended to become barriers. Faculty, it said, were torn between allegiance to their own group and department loyalties.

Other problems according to HEC: universities were unchanging, tending to maintain old structures at the expense of desirable innovation, and because structures are so complex, many people in universities tended to retreat instead of participating; there was little community spirit as a result.

HEC also pointed to very real pressures universities had to contend with from the outside, namely: a declining birth rate; increased adult enrolment; demands from government for university accountability; and market requirements for professional faculties to meet its needs.

The Pagé group cited other problems related to teaching in universities. In hiring faculty, the report suggested, institutions tended to underestimate an incumbent's non-teaching commitments. Programs took too much time—the report estimates anywhere from three to five years—getting off the ground.

Course content was often fragmented and the tendency to over-specialization drew heavily on resources especially in light of specialized staffing needs. Courses tended to be geared to young full-time students in an age when adults were entering universities in increasing numbers. Certain university-level courses might be more appropriately offered at other educational levels. Dropping programs deemed no longer appropriate was often difficult to do, the group says.

The committee explored the variety of teacher evaluation programs and suggested the best evaluation scheme might involve a professor submitting a plan for the year and being assessed at the end on the basis on how accomplishments accord with stated objectives.

It received a number of negative comments on poor working conditions. Contributing to a certain malaise were

bad hours, inadequately defined course objectives and course levels and a poor grading system.

For its part, the committee suggested some teachers were poor pedagogues, often ignoring such basic items as following the stated syllabus.

Some faculty, the study says, felt they lacked the intellectual tools or teaching skills required of them. In light of this, the commission suggests that the PhD might be downplayed in future recruiting criteria and substituted by a requirement taking into account relevant experience; another suggestion calls for cross-the-board teacher-training for professors, perhaps in three-week sessions before the start of the academic year.

Almost without exception, library services came in for a drubbin in briefs the group collected. Inadequate inventories of important texts was one problem that many people felt would be alleviated if university libraries were completely integrated into one Quebec-wide system.

The committee questioned the assumption that universities are research institutions given that only 20 percent of teaching personnel are actually engaged in research. Should agencies other than universities be assigned research priorities, the committee asks.

Partly answering the question, the reports says research has to continue in universities as teaching and research are complementary functions. The group also allows that important fundamental discoveries were made at universities in the course of applied research work. One tendency, though, that disturbs commission members is the splitting away of research centres from related departments, a development they would like to see reversed. Research administration is costing more and more, the report also notes with regret.

The report cautions against equating PhD production with research output. (With less than half the total Quebec university enrolment anglophone institutions are producing half of the provinces PhDs.)

The committee produced a wide-ranging series of recommendations to solve the myriad problems concerned with unwieldy and unproductive university organization.

"Decentralize" is the operative word. The committee suggests departments of the university be assigned responsibility for functions and be allowed to

get on with the job, as opposed to the tighter and constant supervisory relationship upper management maintains now. Periodic checks rather than constant supervision, the committee says, will lead to efficiency.

There should be structures that allow horizontal interaction so that responsibility for matters such as research, program and faculty evaluation can be shared.

Management should be based on results rather than minimum cost, the report cautions.

Faculty should re-enter areas, the report says they have abandoned to support staff. The library is one case.

Personnel management systems must be made more flexible and new policies made, only after administration and faculty have analyzed positions and their potential impact thoroughly. The report says that universities should be leaders in personnel utilization and ensuring optimum working conditions.

Most radical of all committee suggestions has to be its call to establish a system of parliamentary procedure to oversee the university community, with senior administrators and deans acting as a cabinet sitting in a forum where there would be provision for both government and opposition groups drawn from students, faculty and support staff.

Administrators should be trained for their particular job, the report says, and ways should be explored to perfect their expertise.

For particular action, the committee calls for the establishment of a centre for the study of universities and a rethinking of how faculty are hired, with—as indicated earlier—an eye for experience over PhD credentials. Teacher training programs for professors should be started, as mentioned earlier.

For more action, the group suggests research should be given a global definition that encompasses not only scientific work but literary and artistic activity. Ways to integrate research centres and teaching departments should be explored.

In terms of better serving society, the committee calls on universities to establish programs that heighten social awareness of students and faculty, and make known an institution's particular expertise and resource availability.

For reporting decisions and news about the new university envisioned by the group, it is suggested that a press, free of any administrative or other political influences, be established, replacing the house organ-style publications that currently exist.

A new university needs a new charter, says the Pagé committee and university communities should begin to debate and deliberate on new statutes that reflect the current situation.



## An interview with Iro Tembeck; dancer, choreographer & teacher

By Marvin Orbach

*Iro Tembeck is a Montreal dancer, teacher and choreographer who will be teaching at Loyola next year. She has taught at various universities and professional studios, such as McGill, Concordia, Les Grands Ballets Canadiens, and Les Ballets Jazz. She danced with and choreographed for Groupe Nouvelle Aire for a period of five years. She is presently involved with Axis: Dance, a dance umbrella group which she founded in 1977. Tembeck has performed her choreographies across Canada and in the U.S.A. She is one of Montreal's most innovative and exciting choreographers.*

**Marvin Orbach:** Initially you were trained as a teacher of classical dance. What made you leave ballet to become a practitioner of modern dance?

**Iro Tembeck:** I was a classical dancer long before I became a classical teacher. I found I was over-emoting in terms of the classical and romantic idiom. When I came to Canada I didn't like the way classical ballet was being taught having come from a Russian ballet background. So I took jazz dancing. In taking jazz I discovered my torso, and the importance the torso had as opposed to the limbs which are mostly used in classical dance. One thing led to another. My first love having been ballet, I went on to jazz and then finally to modern dance which crystallized the best of both techniques — the restraint in classical and the vibrancy of jazz.

**There seems to be an increasing awareness of modern dance all over Canada. Have Canadians finally accepted modern dance as a distinctive and serious art form?**

I really wonder about distinctive and serious, but they have accepted modern dance as being one of the artistic statements. People still tend to think that if you are a modern dancer it's because you couldn't make it as a ballet dancer. Talented though you may be, there would be more renown for you if you were doing point work in Don Quixote or the Nutcracker.

**Many theatre students are more interested in performing than they are in reading about their art form. In other words, they are not very library-oriented. Is this the same with dance students?**

It's very interesting that you ask this question. This is my own crusade. I came from an academic background as well as a professional one, and I had to come to terms with my varied interests. And the way I did that was by teaching intellectual subjects in

professional studios, and teaching physical things to academic students. This is how I bridged the gap.

**You founded a new dance group several years ago. What is the *raison d'être* of this group?**

Axis is quite a unique group. It gathers together a nucleus of professional dancers and choreographers who left other dance companies of their own accord because they didn't have enough room to grow. Axis challenges the dancer as a total human being. It tries to demystify dance.

**What does dance mean for you?**

Dance is a way of life for me. I've been dancing since I was five, and I really can't conceive of living without dancing. Dance to me is an approach, my way of sharing or partaking of something meaningful with other people.

**Who are your major influences?**

As a choreographer I can look back on my pieces and say this was influenced by Graham or this has a definite Wigman expression, or this is romantic and therefore Isadora Duncan, etc. I don't consciously come out and say I will do a dance that is Mary Wigmanish.

**What would you say to critics who claim that your choreographies are too dramatic and ritualistic and are not in line with what's going on in modern dance today?**

I think they are right. They are dramatic. They are not plebeian. Unfortunately it's both my strength and my weakness. I think that people, whether they understand them or not, do not remain indifferent to my pieces. They might come and say: "that's enigmatic." But they will not discard them as being trivial.

**Reviewers have said that your presence on stage is so powerful and passionate that you overshadow your colleagues. Do you agree with this?**

I am a very tall person and I'm dark. A blonde Ophelia-like person will have a more sublimated connotation attributed to her movement. My movements are physical and very down-to-earth. Some people thirst for the more sublimated type of dancer who is willowy, wispy, beautifully fragile, and delicate, which I am not. I tried for a long time as a classical dancer to think romantic, when I wasn't it all jelled together when I decided to accept and reveal myself as I was.

**How much time do you spend rehearsing before you actually mount a choreography for the public?**

Not too long. It depends how clear my ideas are. I usually know what I'm looking for in terms of blocking, and motivation behind the movement sequences. Sometimes I cannot work alone because I need the manipulation of bodies. What I need is a period of incubation.

**Is there any cross-pollination of ideas between Canadian and American choreographers?**

American choreographers are about twenty years ahead of us. They started modern dance around the turn-of-the-century, and particularly in the nineteen thirties. Modern dance is just about twelve to fourteen years old in Canada. So you can see the discrepancy here.

**What is the present state of dance criticism in Montreal?**

The best critics are those who know the material well because they have been on the other side of the fence. Very often this is not the case, not just in Montreal. The critic should feel that he first has to inform the public as to what he is doing, then describe what's happening, and only thirdly come up with his opinions, being very sure to explain that they are his own opinions and not necessarily those of the public. He should allow the reader to make his own assumptions.

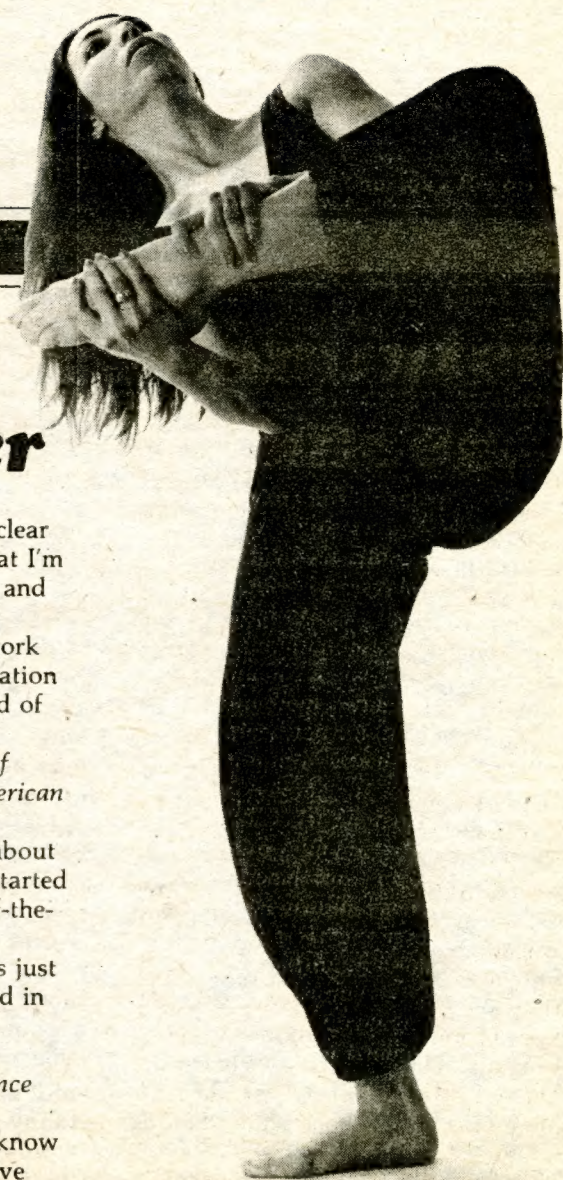
**What significance does space have for you as a dancer?** In dance you try to invade space on many levels — above you, below you, and around you — to give the illusion that you are enormous.

**Is it true dancers are in better physical shape than most athletes?**

In certain ways. It depends which dancer you are talking about. A classical dancer is full of endurance and resiliency, but is unable to jog. The dancer doesn't have the cardiovascular input that the athlete has. On the other hand the athlete doesn't have the long-term endurance the dancer has. The athlete tends to be muscle-bound after an hour and a half of stretch exercises which is what they do in dance. The muscle build-up is

**Is there any correlation between the tension/relaxation cycle in modern dance, and sexual tension and release?**

In modern dance very much so. Particularly in Graham's outlook. She found that the seat of movement lay in the pelvis. This goes back to primitive times, when dance was very erotic. In Graham it's pared down, purified and chiselled, but it's still there. In jazz it's obvious, deliberately flagrant. You swing the hips knowing it's sexy, not necessarily sexual or sensual. There's



another approach to dance that says that not only is it involved with love, but also self-love, narcissism.

**Must good dancers be narcissistic?**

Not to the point of self-indulgence. There is narcissism, because if you weren't narcissistic, you wouldn't be able to summon enough courage to go up there and show it to the public. That's one level. The other level is: you would not have a love affair with the mirror if you weren't a bit narcissistic. And if you did not look at your reflection you could not correct yourself. So there is an element of narcissism that is basic. If you do not wallow in it, that's fine. If you become self-indulgent. There is no cohesion.

**Why do modern dancers perform in bare feet?**

To have more contact with the floor. The floor is really the fourth dimension and has been discovered and thoroughly explored by modern dance. Classical tends to be flighty, sublimated and air-borne. Modern is earth-bound, much more realistic. It gives you better contact, being able to risk being off-centre, off-balance. The element of risk is of utmost importance in modern dance.

**You seem to be driven to dance. Why? Is it a form of intoxication or escape for you?**

At some points in my life it has been my safety valve, my release, my method of expression that was the most complete. I do not live for dance, nor do I dance to live. I live through dance. It allows me to come to terms with life and with myself.

Marvin Orbach is a reference librarian at the G.P. Vanier Library



# Teaching immersion French through useful themes

By Beverley Smith

For Florence Stevens, a lecturer in the Education department, teaching French through a variety of classroom activities organized around useful themes can be just as successful, and more profitable to the student, as traditional, teacher-centred methods, based on set curricula and specific course requirements.

Stevens outlined her views on second-language teaching at Concordia last Wednesday when she addressed the topic "An Activity-Centred Approach to French Immersion," as part of Concordia's "Research Frontiers in Education" conference.

Stevens bases her conclusions on a study she carried out of two different types of immersion programs—one using a teacher-centred approach, the other an activity-centred approach—offered by two Quebec school boards to Grade 7 students.

Students in both groups, Stevens pointed out, had opted for French immersion but had no choice as to the type of immersion program they followed.

Those entering the teacher-centred program had previously taken French as a second language 20 to 30 minutes a day, 5 days a week, from Kindergarten to Grade 6. When they entered the immersion program, the following year, 85 per cent of their work was in French, making a total of 21 1/4 hours.

Those entering the activity-centred program had previously taken French as a second language 30 minutes a day, 5 days a week, also from Kindergarten to Grade 6. When they entered the immersion program, 50 to 55 per cent of their work was in French, making a total of 13 1/2 hours.

In both programs, students studied the same subjects (physics, social sciences, etc.) but the activity-centred program used a *thematic* approach as opposed to offering specific subjects for study, and there was no set curriculum with specific texts or testing.

In the activity-centred program, children chose their own areas of study, within a theme determined by the students or teacher, and used a variety of research materials to find out the information needed.

They presented their findings "in the way that best suited them"—by drawing a picture, writing a description or making a model—and shared their findings orally with the group.

"An activity-centred program," says Stevens, "is a way of making immersion teaching a lot more fun. There was a lot of talking in the classroom

and use of each other's abilities and interests. This wouldn't have been possible," she states, "if the curriculum had been pre-set and students were tested on it."

The advantage of this type of program, continues Stevens, is that "it doesn't have to be confined to French immersion.

"It can also be applied to other classes, but," she cautions, "you have to have experience to pull it off."

Stevens has adapted this method of teaching French to a variety of subjects with very successful results.

In teaching *spelling*, for instance, she would ask students for French words with an "ay" sound. Students would supply words like "été" and "février." Then Stevens would make a game out of it and ask students to compose funny sentences containing as many words with this sound as they could think of. One student's inventive reply: "J'ai joué avec mes pieds en février."

Stevens also taught an "activity unit" on *colour*, first presenting in French the characteristics of colours such as "shade," "value," "intensity," then teaching colour-blending by having students put coloured tissue paper on the windows so they could learn to describe gradation.

"We had a lot of fun," Stevens told her audience of mainly educators. "It was great to work with kids, who aren't blasé like you."

To familiarize her students with French popular songs—"I wanted them to know the same music was being played on French stations as on CKGM"—Stevens had her students listen to cassettes of Robert Charlebois and Beau Dommage.

"It's easy to set up this kind of 'listening station,'" says Stevens. "You take a crackerjack box with holes in it and put a cassette tape at one end and headphones at the other."

Another activity enjoyed by Stevens' students, which added to their general knowledge and acquisition of skills as well as to their French vocabulary, was the preparation of a French meal, to which parents and the school principal were invited.

"We made exotic dishes the students might never have tasted otherwise," says Stevens. Among the dishes served were: "crudités" (assorted raw vegetables) and "escargots" for the hors-d'oeuvres; "boeuf bourignon," "coq au vin" and wild duck (supplied by one of the students) for the entrée and assorted cheeses, "meringue glacé" and "mousse au chocolat" for dessert.

The students made up the shopping lists, collected money, bought supplies,

did the cooking and serving and took care of the cleanup.

They also learned to read recipes, and write invitations, as well as the basics of French cooking.

Not all of the activities Stevens has tried with her students have run smoothly, however. There was the time her class was learning about birds. The students converted an aquarium into an incubator, put chicken's eggs in it and waited excitedly for them to hatch.

"But they forgot to control the temperature and humidity," says Stevens, "so what we got was cooked eggs!"

The main thing to remember about immersion programs, Stevens emphasizes, is that students don't have to be talking French all the time. If they don't know how to say something they'll find out. But at least this method sparks their interest and they're *involved* in what they're doing.

"Cognitive learning was taking place," she says. "Language was just a vehicle."

## Library

continued from page 2.

Commenting on union accusations that the library has been dragging its heels in the negotiations, O'Reilly said that the first union proposals, received in the spring, were "25 per cent status quo, 75 per cent changed" in relation to the expired contract.

"The university position right from the start was that the contract we had wasn't perfect, but it wasn't bad. We started from the position of the status quo, so there was a lot of ground to cover.

"We had an unwritten agreement to try to settle before Christmas, and when on December 14 the union said it would apply for conciliation, it took us *completely* by surprise. I had felt that we could meet the Christmas deadline.

"The onus is on the side that requests conciliation to arrange for it, and we heard nothing more until a meeting was set for January 21. The conciliator then told us that he would be unavailable for two weeks and asked both sides to meet without him. When we met on January 30, the university made a couple of moves which received no reaction from the union."

## Theologian Baum to visit

World-renowned author, sociologist and theologian Gregory Baum will visit Loyola next week as a result of the joint efforts of the Theology Department, Campus Ministry and the Dean of Students Office on that campus.

Gregory Baum, born to a Jewish family in Berlin in 1923, emigrated first to England and then to Canada, where, in 1946, he converted to the Roman Catholic faith. By 1950, he had been accepted into the Order of St. Augustine, after which he returned to Europe to attend the University of Fribourg in Switzerland.

His B.A. and M.A. were received from McMaster University (1946) and Ohio State University (1947) respectively. Honorary doctorates have been awarded him from Huron College, St. Francis Xavier University, Ohio Wesleyan University and Lafayette College.

During his sojourn in Switzerland, Baum became involved with the ecumenical movement, and in the late 1950s was appointed by the Vatican to the Secretariat for Promoting Christian Unity.

At this time, and into the 1960s, Baum gave a series of lectures on the relationship of the Church to the Jewish peoples. He is an authority on the history of Christian anti-Semitism and its roots in the New Testament. These experiences led him to write *The Jews and the Gospel* (1961), later revised and retitled *Is the New*

### Testament Anti-Semitic?

During the late Sixties and early Seventies, Baum studied sociology at the New School for Research in New York City, leading him to focus his theological beliefs on the social dimensions of the Gospel and the Christian church. His book, *Man Becoming*, evolved from these studies and was published in 1970.

Around this time, Gregory Baum also joined the psychotherapeutic movement in Toronto known as "Therafields." The publications *New Horizons* (1972) and *Religion and Alienation* (1975) are the result of this experience.

Although he has since left the priesthood, Baum is currently serving as a professor of Religious Studies at St. Michael's College (University of Toronto). He is, at present, at work on research on the sociology of religion and the sociology of knowledge.

Baum will spend two days at Concordia, heading off with a *débat-midi* on *An Anglophone Look at Sovereignty-Association* in the Campus Centre at noon and a talk on *New Trends in Theology* in the Loyola Chapel at 8 p.m., both on February 28.

A lecture on *Church and Social Justice*, in Vanier Auditorium at 10 a.m. on the 29th, with a question period to follow, concludes his visit.

For information, call organizer Philip Genest at 482-0320, ext. 552 or 553.LR



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## EVENTS

### Thursday 21

**PHILOSOPHY, POLITICAL SCIENCE, SOCIOLOGY AND THEOLOGY:** Guest speaker Prof. Thomas De Koninck, Laval University, on *The Nature of Man and the Dignity of Man* at 8 p.m. in the Vanier Auditorium, Loyola campus.

**CENTRE FOR MATURE STUDENTS:** Workshop on *How Can I Cope?* 3:30 - 5:30 p.m., in H-462-6, SGW campus.

**CONCORDIA GALLERIES:** Evelyn Roth's exhibit, until Feb. 26. SGW campus.

**LESBIAN & GAY FRIENDS OF CONCORDIA:** Meetings every Thursday from 4 - 6 p.m. in H-507. Everyone welcome. SGW campus.

**SIMONE DE BEAUVOIR INSTITUTE:** Video. Femmes Series - *Tout ce qui sort de l'ordinaire... J'aime ça le faire*, 12 noon - 1:30 p.m., in H-419 (4th floor viewing room AV Dept.). SGW campus.

**SIMONE DE BEAUVOIR INSTITUTE:** Three NFB films by Alanis Obomsawin will be introduced by Gail Valaskakis, and a discussion will follow the screening - *Amisk*, *Christmas at Moose Factory* and *Mother of Many Children* at 8:30 p.m. in H-110; free. SGW campus.

**THEATRE:** William Shakespeare's *A Midsummer Night's Dream* at 8 p.m. in the D.B. Clarke Theatre. Public: \$3.00, students: \$2.00. Tickets on sale at the Theatre Box-Office or the Information Desk (Hall Bldg.). For information call 879-2852 or 879-4341.

**CONCORDIA WOMEN'S UNION:** Lecture/slide presentation on *Judy Chicago* at 8 p.m. in room 132, Leacock Bldg., McGill University. Admission \$2.50. Tickets available at VA-109, Concordia University; Pavillon des Arts, UQAM; McGill Student Union and Powerhouse, 3738 St-Dominique. For more information call 844-3489.

**DISCO:** From 8 p.m. in the Campus Centre Pub, with "Fantasy".

### Friday 22

**CONSERVATORY OF CINEMATOGRAPHIC ART:** *The Man Who Laughs* (Paul Leni, 1928) with Conrad Veidt, Mary Philbin, Olga Baclanova and Josephine Crowell at 7 p.m.; *Caught* (Max Ophuls, 1949) with James Mason, Barbara Bel Geddes and Robert Ryan at 9:15 p.m. in H-110; \$1.25 each. SGW campus.

**ROCK 'N' DISCO:** From 8 p.m. in the Campus Centre Pub, with "Friendly Giant".

**BOURGET GALLERY:** Work by Kathleen O'Neil, until Feb. 29. 1230 Mountain Street.

**SENATE:** Meeting at 2 p.m. in the Conference Room of the Protestant School Board of Greater Montreal (corner Fielding and Cote St-Luc).

**PHILOSOPHY, POLITICAL SCIENCE, SOCIOLOGY AND THEOLOGY:** Seminar on *The Nature of Man and the Quality of Life* with Profs. J. Hofbeck (Theology), S. Hlophe (Sociology) and J. Moore (Political Science) at 10 a.m. in AD-128, Loyola campus. Professors and graduate students are invited.

**LOYOLA CHINESE CHRISTIAN FELLOWSHIP:** The LCCF is having a prayer meeting today at 5223 Montclair, a brother's house. Please meet at Belmore House, 3500 Belmore at 3 p.m. All welcome.

**TO ALL NON-ACADEMIC SUPPORT STAFF:** There will be a meeting in order to inform you more fully as to the privileges offered by our University in comparison with other Quebec universities regarding: classification, salary, sick leave, benefits, etc. (many employees have inquired and now feel the need to discuss the formation of a non-academic support staff association), 12 noon - 2 p.m., in H-435. SGW campus.

**THEATRE:** See Thursday 21.

**LESBIAN & GAY FRIENDS OF CONCORDIA:** Coffee house, 8 - 11 p.m., in FA-202 (2060 Mackay St.) SGW campus.

**BOURGET GALLERY:** Work by Kathleen O'Neil, until Feb. 29; 1230 Mountain Street. SGW campus.

**GRADUATE STUDENTS' ASSOCIATION:** Discussion with J. Krishnamurti (a video-tape

series) at 8 p.m. in H-820. For more information call Mavis at 879-7219. SGW campus.

**MEN'S HOCKEY:** McGill at Concordia, at 7:30 p.m.

**BASKETBALL DOUBLEHEADER:** Concordia at Bishop's—Women's game, 7 p.m.; Men's game, 9 p.m.

**WOMEN'S HOCKEY:** Concordia at Bishop's, at 8:45 p.m.

**CONCERT FOR VOICE AND GUITAR:** Soprano Pauline Vaillancourt and classical guitarist Michael Laucke perform at 8:30 p.m. in the Loyola Chapel. Featured are works by Dowland, Schubert, Berio, Villa-Lobos, Fernando Sor and Benjamin Britten. Tickets are \$2 for students and senior citizens; \$4 for the public. Call 482-0320, ext. 614 for information.

### Saturday 23

**CONSERVATORY OF CINEMATOGRAPHIC ART:** *The Mummy* (Karl Freund, 1932) with Boris Karloff, Zita Johann and David Manners at 7 p.m.; *Three Smart Girls Grow Up* (Henry Koster, 1939) with Deanna Durbin, Charles Winniger and Nan Gray at 9 p.m. in H-110; \$1.25 each. SGW campus.

**THEATRE:** See Thursday 21.

**C.G. JUNG SOCIETY OF MONTREAL:** Guest speaker Dr. Gilles Quispel, renowned theologian and Europe's foremost scholar on Gnosticism and early Christianity, on *The Archetype of the Woman in Religion* at 10:30 a.m. in the faculty club, 7th floor, Hall Bldg. A luncheon will follow. Tickets are \$10 and are available at the door. For more information call 482-0320, ext. 544.

**DISCO:** From 8 p.m. in the Campus Centre Pub, with "Hollywood".

### Sunday 24

**CONSERVATORY OF CINEMATOGRAPHIC ART:** Children's series—*Clarence*, *The Cross-Eyed Lion* (Andrew Marton, 1965) with Marshall Thompson, Betsy Drake and Richard Haydn at 3 p.m. in H-110; \$1. each. SGW campus.

**CONSERVATORY OF CINEMATOGRAPHIC ART:** *The Hunchback of Notre-Dame* (William Dieterle, 1939) with Charles Laughton, Maureen O'Hara and Cedric Hardwicke at 7 p.m.; *A Midsummer Night's Dream* (Max Reinhardt & William Dieterle, 1935) with James Cagney, Dick Powell, Olivia de Havilland and Joe E. Brown at 9 p.m. in H-110; \$1.25 each. SGW campus.

**THEATRE:** See Thursday 21.

**SUNDAY EUCHARIST:** At 11 a.m. and 8 p.m. in Loyola Chapel. Celebrant: Bob Nagy.

### Monday 25

**CONSERVATORY OF CINEMATOGRAPHIC ART:** *La traversée de Paris* (Claude Autant-Lara, 1955)(English sub.) with Bourvil, Jean Gabin, Jeannette Batti and Louis de Funès at 8:30 p.m. in H-110; \$1.25 each. SGW campus.

**SUPPORT STAFF MEETING:** An open meeting of support staff will be held tonight at 6 p.m. in St-James the Apostle Church, Ste-Catherine and Bishop to discuss unionization. Presentations will be made by Allen Cottheil of the CSN and by a representative each from the support staff and the library workers union. A discussion will follow. A vote on whether to go ahead with union plans will take place at 7:30 p.m. sharp.

**INSTITUTE FOR ACADEMIC & COMMUNAL JEWISH STUDIES:** Guest speaker Prof. Chimen Abramsky, Goldsmid Professor of Hebrew and Jewish Studies at University College, London, and Senior Fellow at St-Antony's College, Oxford and currently a visiting professor at Stanford University on *Religious Movements Among East European Jews in the Nineteenth Century* at 12 noon in H-769, Hall Bldg. SGW campus.

### Tuesday 26

**CONSERVATORY OF CINEMATOGRAPHIC ART:** *Red River* (Howard Hawks, 1948) with John Wayne, Montgomery Clift, Joanne Dru and Walter Brennan at 8:30 p.m. in H-110; \$1.25 each. SGW campus.

### Wednesday 27

**CONSERVATORY OF CINEMATOGRAPHIC ART:** *Once Upon a Time in the West* (Sergio Leone, 1969) with Jason Robards, Jr., Henry Fonda, Claudia Cardinale and Charles Bronson at 8:30 p.m. in H-110; \$1.25 each. SGW campus.

**HISTORY DEPARTMENT:** Guest speaker Prof. Eric Foner from the City University of New York on *Race and Class in Reconstruction America* at 7 p.m. in H-762-1, Hall Bldg. For more information call Ron Rudin at 482-0320, ext. 461.

**LOYOLA FILM SERIES:** At 7 p.m., *Lesson in Love* (1953). At 8:45 p.m., *The Silence* (1963). Both directed by Ingmar Bergman. Each film is \$1.25, in F.C. Smith Auditorium.

**ROCK 'N ROLL PUB NITE:** From 9 p.m. in the Campus Centre Pub, with McNamara. Free.

**RECITAL:** Organist/harpsichordist Bernard Lagacé will perform at 8:30 p.m. in the Loyola Chapel on organ and harpsichord, featuring the works of J.S. Bach and Elizabethan composers W. Byrd, J. Bull and O. Gibbons. Free.

**VIDEO-FEMMES:** A film series presented by the Simone de Beauvoir Institute. Today: *Moi, quand j'ai accouché*, from noon to 1:15 p.m. in CC-309, Loyola campus.

**MUSIC/FILM SERIES:** A free series of music on film. Today: *Mendelssohn, His Life and Music and The Life and Performance of Segovia*. In AD-128, Loyola campus from noon to 1 p.m.

**FILM:** *Cries from Within*, the award-winning NFB film exploring new religious and para-religious movements, will be shown at noon in Vanier Auditorium, with discussion to follow.

### Thursday 28

**SIMONE DE BEAUVOIR INSTITUTE:** Video Femmes Series - *Moi, quand j'ai accouché*, 12 noon - 1:30 p.m., in H-419. SGW campus.

**LESBIAN & GAY FRIENDS OF CONCORDIA:** Meeting, 4 - 6 p.m., in H-507. Everyone welcome. SGW campus.

**CONSERVATORY OF CINEMATOGRAPHIC ART:** *Passion* (Ernst Lubitsch, 1919) with Pola Negri, Emil Jannings and Harry Liedke at 7 p.m.; *Les deux pieds dans la même bottine* (Pierre Rose, 1973)(French) with Claude Michaud, Louise Portal, Roger Michael and Guy Provost at 9 p.m. in H-110; \$1.25 each. SGW campus.

**DOCTORAL THESIS EXAMINATION:** Mr. Lorne Switzman, Ph.D. student in Psychology, on *The Relationship Between Positive Reinforcement and Conditioned Taste Aversion Produced by Self-Administered Drugs* at 2:30 p.m. in H-769, Hall Bldg. SGW campus.

**MECHANIC ENGINEERING:** Industrial seminar - Mr. H. Halden, Executive Vice-President, Canadair Ltd., will address the graduating class of mechanical engineering students, 4:15 - 5:30 p.m., in H-1070, Hall Bldg. All interested are cordially invited to attend. SGW campus.

**DISCO:** From 8 p.m. in the Campus Centre Pub, with "Friendly Giant".

**DEBAT-MIDI:** Author/theologian Gregory Baum takes *An Anglophone Look at Sovereignty-Association* in a debat-midi to be held from noon to 2 p.m. in the Campus Centre's Main Lounge.

**LECTURE:** Author/theologian Gregory Baum speaks on *New Trends in Theology* from 8 to 9:30 p.m. in the Loyola Chapel. There will be an informal gathering in the Hingston Hall Faculty Club after the talk. All welcome.

### Friday 29

**CONSERVATORY OF CINEMATOGRAPHIC ART:** *Dr. Ehrlich's Magic Bullet* (William Dieterle, 1940) with Edward G. Robinson, Ruth Gordon, Otto Kruger and Donald Krisp at 7 p.m.; *Act of the Heart* (Paul Almond, 1970) with Genevieve Bujold, Donald Sutherland and Monique Leyrac at 9 p.m. in H-110; \$1.25 each. SGW campus.

**GRADUATE STUDENTS' ASSOCIATION:** Discussions with J. Krishnamurti (a video-tape series) at 8 p.m. in H-937. For more information call Mavis at 879-7219. SGW campus.

**DOCTORAL THESIS EXAMINATION:** Mr. Christopher James Cook, Ph.D. student, on *The Impact of Commodity Price Distortions on the*

*Development of the Agricultural Sector in Third World Countries: A Case Study of Colombia* at 10 a.m. in H-769, Hall Bldg. SGW campus.

**ENGLISH DEPARTMENT:** Writers & Scholars - Science-fiction writer Thomas Disch will offer readings from his work at 8:30 p.m. in H-620, Hall Bldg. SGW campus.

**VISUAL ARTS DIVISION:** Renowned critic P. Adams Sitney will present *Erotic Language in Surrealist Cinema* (lecture/film screening) at 8 p.m. in H-435, Hall Bldg. SGW campus. (Films screened will be *Anemic Cinema*, *Etoile de mer* and *Retour à la raison*.) For more information call 879-4132.

**SUPER SPECIAL DISCOS:** From 8 p.m. with "Starlite" in the Campus Centre Main Lounge and "Friendly Giant" in the Centre Pub. Concordia students: 75 cents; guests: \$1.50.

**LECTURE:** Author/theologian Gregory Baum speaks on *Church and Social Justice* in Vanier Auditorium from 10 to 10:45 a.m., with a question period to follow.

## CLASSIFIED

**IRISH SETTER:** Male, 7 1/2 months, registration papers, needs country home or good suburban environment. Contact John Carswell at 879-8530.

**SUBLET:** Beautiful 3 1/2, walking distance from Loyola, on 104 and 105 bus lines. Must be seen to be appreciated. Quiet building. Sublet ends in June. \$185 monthly. Wall to wall broadloom in bittersweet (warm rust colour) available at a reasonable price. Call Diane at 879-4010 days only.

**TO RENT:** Room, furnished optional; house privileges; quiet home on Nun's Island. Please call 769-9589 weekdays after 7 p.m.

**DUPLEX FOR RENT:** Upper 6 1/2, 2 large balconies, heated, equipped, skylights, on Prud'Homme, NDG, \$310. Call 879-4134.

**APARTMENT FOR RENT:** Large, sunny 4 1/2, equipped, heated, with laundry room. Five minutes from the Loyola campus. Available March 1st. \$240. Call days at 481-2733 or evenings at 489-6131.

**BABYSITTER AVAILABLE:** Every day and weekends. Please call (evenings) at 937-0314.

## NOTICES

**SCRABBLE PLAYERS CLUB:** An open invitation to all faculty, students and staff who enjoy an intellectual challenge and a sociable atmosphere. All levels of play. Join us on the 2nd and 4th Monday of each month in the Hingston Hall cafeteria at 8 p.m. Call Les for more information, at 489-5925.

**LOYOLA CHRISTIAN FELLOWSHIP:** If you received a free New Testament before Christmas, why not come to our Bible study on Thursdays at 1 p.m. There is also a prayer meeting every Thursday at 9:30 a.m. Both are held in Conference Room 2 of the Campus Centre. For information, call Lorne at 937-3796 or Paul at 694-1529.

**WRITING TERM PAPERS:** Individual help is available for organizing and writing papers. Also available is tutoring for English as a Second Language, offered by Joanne Gormley, E.S.L. instructor. For information, call 482-0320, ext. 346.

**GRAND EUROPEAN CAMPING HOLIDAY:** For 8 1/2 weeks in Europe. Departure May 10, return July 8. The price of \$1422 Canadian includes accommodation, special stops and food. Call Al Lemos at 482-9280, ext. 25 or 337-6448.

The deadline for submissions to The Thursday Report is Monday noon before Thursday publication. Submissions should be sent to Louise Ratelle at Loyola (AD-105, 482-0320, ext. 689) or to Maryse Perraud at Sir George (BC-213, 879-8497).